

# St. Augustine's Catholic Primary School

Head Teacher: Rachel Swindell

Assistant Head: Amy Casey

Chair of Governors: Joseph Zammit



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## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	St. Augustine's Catholic Primary School
Number of pupils in school	318
Proportion (%) of pupil premium eligible pupils	10% (32)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	January 2023
Date on which it will be reviewed	January 2024
Statement authorised by	Rachel Swindell (Head Teacher)
Pupil premium lead	Gill Harrowven
Governor / Trustee lead	Virginia Boys

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,140
Recovery premium funding allocation this academic year (see separate 'Catch Up' funding plan)	n/a
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£50,140



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## Part A: Pupil premium strategy plan

### Statement of intent

#### Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Parent engagement with remote learning and support at home
2	Health, including mental health and wellbeing (children & parents)
3	Specific learning difficulties (multi-faceted)
4	Social, emotional, behavioural difficulties

#### Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Run parent information sessions that coach families on how to support their children's learning at home for Phonics, Reading and Maths.	Increase parent involvement and confidence to support their children's learning at home.
Phonics Tracking Tool to support emerging readers and planned interventions.	Phonics assessment identifies clear gaps in knowledge that can be targeted in intervention support and at home with family support.
Pastoral Support TA role whose responsibility is to run 1:1 or small group therapies that will support children with social, emotional and behavioural difficulties.	Children are provided with pastoral support at school that includes; emotional literacy support and cognitive behaviour therapies.
Update and embed the implementation of the 5 ways to wellbeing strategy and continue to promote this in school in all classes and whole school collective worship.	Children and their families will recognise the 5 ways to wellbeing and use these in their lives to improve their whole general health.
Assessments will be made for multi-faceted children who have specific learning difficulties and targeted specialist provision will be provided, from private therapists if necessary.	Children's specific needs will be identified and supported with access to specialist support.



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## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

**Total budgeted cost: £50,000**

## Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £30,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTAs used to extend more able in Maths groups in Y2 and Y6	EEF: Making the best use of Teaching Assistants <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assitants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assitants</a> HLTAs have a direct instructional role adding value to the work of the teacher. HLTAs are organised to support the more able so pupils who struggle most have more time with the teacher.	27
Teaching and Learning Lead	Evidence Based Education: The Great Teaching Toolkit <a href="https://evidencebased.education/great-teaching-toolkit/">https://evidencebased.education/great-teaching-toolkit/</a> Raising the quality of teaching within schools is the most effective method we have for improving student attainment and equity. The Teaching and Learning Lead will model great teaching, prioritise professional learning and enhance consistent practice throughout the school	Whole school
Adaptive Teaching CPD	EEF: Assess, adjust, adapt – what does adaptive teaching mean..? <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-assess-adjust-adapt-what-does-adaptive-teaching-mean-to-you">https://educationendowmentfoundation.org.uk/news/eef-blog-assess-adjust-adapt-what-does-adaptive-teaching-mean-to-you</a> The Early Career Framework, references “adaptive teaching”, moving away from the term “differentiation”. The success of adapting teaching lies in careful diagnostic assessment, in order to avoid prescriptive and inflexible delivery. - The school is working with the SJB Trust on Adaptive Teaching CPD.	40 staff

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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Phonics	EEF: A tiered approach to pupil premium spending <a href="https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/pupil-premium-guide">https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/pupil-premium-guide</a> - Structured interventions for children that need to revisit phases to support catch up (small groups or 1:1).	24
Parent information sessions	EEF: Working with Parents to Support Children's Learning <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a> Support parents to create a regular routine and encourage good homework habits. Parents can encourage children to set goals, plan and manage their time and emotions. This type of support can help children to regulate their own learning.	8

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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club	<p>EEF: A tiered approach to pupil premium spending  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/pupil-premium-guide">https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/pupil-premium-guide</a></p> <ul style="list-style-type: none"> <li>- Providing a healthy breakfast meal and time to socialise and develop communication skills at the start of the school day.</li> <li>- Promotes 5 ways to wellbeing strategy.</li> </ul>	6
After School Cubs	<p>EEF: A tiered approach to pupil premium spending  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/pupil-premium-guide">https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/pupil-premium-guide</a></p> <ul style="list-style-type: none"> <li>- Providing physical activity that stimulates and promotes healthy lifestyle choices alongside the 5 ways to wellbeing strategy.</li> </ul>	14
Uniform	<p>EEF: School Uniform  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</a></p> <p>Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform.</p> <ul style="list-style-type: none"> <li>- We offer a set of free school uniform to Free School Meal children once a year</li> </ul>	32
Transport	<p>EEF: Attendance interventions  <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a></p> <ul style="list-style-type: none"> <li>- Supporting families immediately, for an interim period of time, with transport to and from school</li> </ul>	1
Y6 Residential Trip	<p>EEF: A tiered approach to pupil premium spending  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/pupil-premium-guide">https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/pupil-premium-guide</a></p> <ul style="list-style-type: none"> <li>- Providing physical activity that stimulates and promotes healthy lifestyle choices alongside the 5 ways to wellbeing strategy.</li> </ul>	9
Guildhall Young Artists	<p>EEF: A tiered approach to pupil premium spending</p>	2

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	<p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/pupil-premium-guide">https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/pupil-premium-guide</a></p> <ul style="list-style-type: none"><li>- Supporting pupils' social, emotional and behavioural needs</li><li>- Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips</li></ul>	
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## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Pupil Premium numbers have remained at a constant level over the past 2 years. The school seeks to promote access to the grant to parents that may have had a change in circumstances.

Our data for 2023 shows that generally our KS1 and KS2 pupil premium children do not perform as well as the non-pupil premium children. We also have a number of double disadvantaged / multi-disadvantaged children that do not achieve expected outcomes for their year group. The impact of lost learning from the COVID-19 lockdowns has exacerbated the gap in attainment further.

We are pleased that we are advertising the benefits of the pupil premium grant better to families. We have found that orders for sets of uniform have increased each year, as well as applications for the after school clubs. It is noticeable that more families are not able to contribute to school trips, but we have not cancelled trips, as we know the overall benefit that this has on children's excitement for learning about their world.

The school ring fences money for visits and cultural experiences. Eligible families had access to the Y6 residential trip in September 2023. The Y6 residential trip has a huge impact on the children's wellbeing and self esteem, particularly as it is placed at the start of the year. The pupil premium grant is a great support for families with this trip.

We are pleased with the attendance of children with pupil premium grant (92.01%), despite it falling just below the national average (calculated as 1 child below national). There are identified families that we are in regular contact with. We work with the Norfolk attendance team to create support plans, as well as, working with outside agencies through targeted support plans. Attendance is regularly monitored every fortnight, to ensure that vulnerable children are in school as much as possible. On occasions this has included providing transport for children when their families have been unable.

We employ a pastoral lead to provide additional support for children, particularly who are PPG, and struggling with social, emotional and behavioural difficulties. Identified children and support is regularly reviewed as part of our pupil progress meetings.

We have employed a teaching and learning lead who will benefit the whole staff, supporting development of policies and guidelines, developing professional development opportunities and monitoring the quality of education throughout the school. We are striving this year for consistency and better progression between the key stage phases.

This year we have planned more family information sessions, starting with a phonics meeting in the first term. We will target pupil premium families to attend and offer practical resources that can be used at home.

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## Externally provided programmes

Programme	Provider
Phonics Bug	Pearsons
White Rose Maths	White Rose Maths
Times Table Rock Stars	Maths Circle Ltd
Ten:Ten Life to the Full Plus	Ten Ten Group
PATHS	Norfolk County Council

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	- Curriculum resources and staffing for additional intervention support
What was the impact of that spending on service pupil premium eligible pupils?	- Service child with additional learning needs received specialist assessment and interventions.